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NAME *George Bissell*

THE NORMAL REVIEW SYSTEM

OF
Writing
Vertical Copies

Page-12



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SUGGESTIONS TO TEACHER.

The Body. — In writing great care must be taken that the body assumes a position which is perfectly healthful and natural. Any position which permits a strained or unnatural attitude will in time produce injurious results. The best position is that which

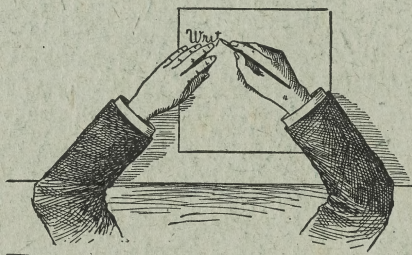


THE BODY.

places the body nearly erect and directly facing the desk, leaning slightly forward without touching the desk, — the arms being freely and equally placed on the desk, the left hand being

used to steady the book or paper, the feet resting squarely on the floor. This position will give necessary firmness.

The Book or Paper. — This should be at right angles with the direction of the written line, parallel to the front edge of the desk, the middle of the line being somewhat to the right of the middle of the body.



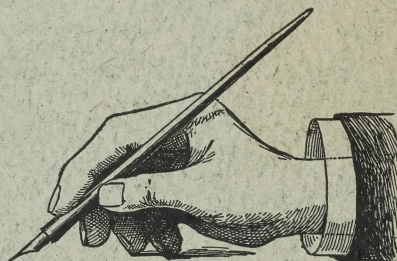
THE BOOK OR PAPER.

The Pen. — The pen should be held firmly between the thumb and the two fore-fingers. The fingers and thumb should be slightly bent, the first finger on the top of the holder about one inch from the point of the pen; the end of the thumb on holder opposite first joint of second finger. The second finger should drop a little to right of holder, so that the holder will pass opposite root of finger-nail. Rest upon nails of third and fourth fin-

gers, and separate these fingers slightly from the others at the first joint of the second finger. Do not rest upon the wrist or side of the hand. The holder should point in the general direction of the fore-arm, both points of the pen touching the paper equally. When the fingers holding the pen are moved easily and naturally, the line made by the point of the pen should be vertical (perpendicular), — this being one of the best tests as to the correctness of the position.

General Suggestions.

Correct movement, position, and pen-holding



THE PEN.

are better taught by example than by rule.

The simplest exercises should be constantly practised from the first. Correct methods should be observed not alone during the *writing* period, but should be carried into *every branch* of the school work. Carelessness in form or position in an arithmetic or language exercise will undo much of the good derived from the careful teaching of a writing lesson. Require in *all written work* neatness, correct form, correct pen-holding, and correct position.

Insist that pupils write *across the page*, and not in columns down the page.

Be *definite* in your instruction. Indefinite instruction produces indifferent results.

The price of success in teaching writing is *enthusiasm* and *work* on the part of both teacher and pupil.

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The Federal Government.

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All powers under the Constitution are vested in three distinct departments—the Legislative, Judicial, and Executive.

The Legislative powers are vested in a Congress which consists of two chambers, a Senate and a House of Representatives.

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No religious test can ever be required¹¹
as a qualification to any office or public
trust in the United States.

Congress has power to lay and collect taxes, to regulate commerce with foreign nations, to issue patents and copyrights.

It also has power to declare war, to coin money, and fix the standard of weights and measures, to establish post-offices.

No Title of Nobility can be granted by Congress to any person; nor can an ex-post facto law or bill of attainder be passed.

The Executive power is vested in the President, who holds office for four years. His salary is \$ 50,000 per annum.

The Federal Government.

Senators and Representatives are paid out of the Treasury of the United States an annual salary of five thousand dollars.

Half of the Treasury of revenue by the Congress of the United States is deposited in the hands of the President.

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Congress may coin or lay out a debt to the United States, but it cannot coin or lay out a debt to the United States.

That no money shall be taken from the Treasury for the payment of weights and measures, to establish post-offices.

The bill of the United States is presented by Congress to the President, nor can any bill be passed by the President.

He must be a natural born citizen, at least thirty-five years of age, and a resident of the United States for fourteen years.

He is chosen by Electors, the number from each State being equal to the number of its Senators and Representatives.

The judicial power is vested in one Supreme Court, and such inferior Courts as Congress may, at any time, establish.

Full faith and credit must be given in each State to the public acts, records, and judicial proceedings of every other State.

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THE NORMAL REVIEW SYSTEM OF WRITING

A KEY TO PRINCIPLES

SHORT LETTERS

u w m n v x o a c e r s r

LOOP LETTERS

l b h k f f y y g g z y z q

SEMI-EXTENDED LETTERS

t t k d d p p

2 3 4 5 6 7 8 9 0 # \$ % ' 1 2 ? ! Y
+ - x ÷ =

DIRECT OVAL CAPITALS

O C G A D E

REVERSED OVAL

n m w v u y 2 z x

CAPITAL STEM AND OTHERS

H K J F L S l f P B R

By
Farley & Kunison

The Normal Review System of Writing.

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Regular Course, 10 numbers; Short Course, 6 numbers; Tracing Course, 2 numbers; Movement Course, 2 numbers; Business and Social Forms, 2 numbers.

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PROGRESSIVE, PRACTICAL, EDUCATIONAL.

This System is the outgrowth of long special experience in teaching *Writing*, combined with large practical experience in *Schoolroom Work*. It embodies a method of presenting the subject entirely *new* in the teaching of penmanship. It is the only system yet published which recognizes that fundamental principle of all successful teaching — constant and systematic *Review*. It is the only system that gives due prominence to the *Capital Letters*, containing fully double the number f , and in other systems. It is the only system which gives due prominence to the figures of the *Arabic Notation*. It is the only system which gives special attention to statements of *Historical* and *Scientific Facts*. It is the only system which properly develops the writing of *Full Pages* of connected sentences.

REGULAR COURSE. Size of page $7 \times 8\frac{1}{2}$ inches.

— **No. 1.** Contains a carefully graded presentation of all the small letters singly and in words, together with the figures of the Arabic notation. Height of letter, $\frac{1}{2}$ inch. — **No. 2.** Contains full-page examples in Addition and Subtraction, all the small and capital letters, used in words. Height of letter, $\frac{1}{2}$ inch. — **No. 3.** Contains full pages of examples in Multiplication, a repetition of all the small and capital letters, used in words. One half of each page is devoted to the practice of the capital and small letters. Height of letter, $\frac{1}{2}$ inch. — **No. 4.** Contains pages of examples in Division, short expressions, names of days of the week, months, etc. Half of each page is given to the practice of the capital and small letters. Height of letter, $\frac{1}{2}$

inch. — **No. 5.** Contains two common phrases or expressions in each line, with different combinations of the figures of the Arabic notation. Height of letter, $\frac{1}{2}$ inch. — **No. 6.** Contains a common geographical name, and a maxim or useful general statement occupying about two thirds of the line. Height of letter, $\frac{1}{2}$ inch. — **No. 7.** Contains full-line copies, each a simple statement of an important scientific fact. Height of letter, $\frac{1}{2}$ inch. — **No. 8.** Contains full-line copies, each a statement of some important geographical fact. Height of letter, $\frac{1}{2}$ inch. — **No. 9.** Contains, in each copy of two lines, a statement of some important event in the history of the United States. Height of letter, $\frac{1}{2}$ inch. — **No. 10.** Contains, in each copy of three lines, important extracts from the Constitution of the United States. Height of letter, $\frac{1}{2}$ inch.

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